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FRESHMEN

By C. L. TERRELL, '26

AT last! You have achieved that long-cherished ideal. You are a "college man!" (College man sounds better than "college freshman.") What a "grand and glorious feeling" it gives you to wander around the awe-inspiring campus, and realize that you are really a part of it. While you stroll along, your mind is full of musing and ambitious thoughts. You recall stories in which a college student was the hero, stories of athletic fame, of college traditions, and of college pranks. Besides this (if you have come to college for the right purpose), you will have visions of the future, a glimpse of fame and power later on, and you have determined, to a greater or less degree, to "make good," to stand out from the mass, to win fame and honor as a student.

In the first of these two trains of thought you were recalling the ideals of college as you have always thought of it. In the last you have caught a glint of the glorious opportunity of higher education. Cherish it, protect it, for it is the beginning of your ambition, a sentiment that will stand you in good stead all through your life, and contribute immensely toward success in your chosen career.

But withal, you have a vague, undefined sensation of incertitude suffused with the other recollections. You are wondering, like Tom Sawyer, if you are doing things in the "reg'lar" way. If you have any initiative, you

will have formed your own opinions on some matters, but there is still an eagerness for advice and suggestions on various points. The principles in doubt may be anything from etiquette to the number of "cuts" necessary to give the proper appearance of unconcern. But rest assured there is always some "authority" on the subject, and the secret is in locating it, and obtaining the desired information. In some cases it will be easy, but in some others more difficult. For instance, there are many books on etiquette which need only the reading, and the question of "cuts" will be unwittingly solved as you "drop into the order of things." But there are some instances where it is difficult to get definite statements. This applies especially to methods of study, keeping records, and adapting one's self to certain strange methods of the classroom, notably lectures and note taking. It is for the purpose of offering suggestions on these points that this writing is attempted, in the hope that it may prove of benefit to some who are in doubt on these topics.

PLANNING TIME

Of all assets a person has I believe time is the most valuable. Not just the time itself, but the opportunity it offers, and the manner in which it is used. If your time is used properly, you will never cease to advance. This at first seems equivalent to saying,

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	MON	TUES	WED	THURS	FRI	SAT	SUN
5	SLEEP	→	→	→	→	→	→
6	ST.MATH	→	→	→	→	→	SLEEP
7	ST.MATH	→	→	→	→	→	SLEEP
8	CHEM.	ST.CHEM.	CHEM.	ST.CHEM.	SYSTEM	FINISHWK	CHURCH
9	CHEM.	→	→	ST.CHEM.	SYSTEM	FINISHWK	CHURCH
10	CHEM.	GYM	CHEM.	GYM	ST.ENG	PLAN	CHURCH
11	LUNCH	→	→	→	→	NEXT WK	WALKING
12	MATH.	→	→	→	→	LUNCH	LUNCH
1	ENG.	ST.DRAW	ENG.	CHEM	ENG.	↑	↑
2	DRAW.	→	→	→	GYM		
3	DRAW.	→	LIBRARY	TENNIS	GYM		
4	MIL.	→	→	TENNIS	GYM		
5	DINNER	→	→	→	→		
6	ST.DRAW	SYSTEM	ST.CHEM	B.WORK	↑		
7	ST.DRAW	SYSTEM	ST.CHEM	B.WORK	AMUSEMENT AND		
8	ST.DRAW	ST.DRAW	ST.CHEM	B.WORK	RECREATION		
9	ST.ENG.	READ	ST.ENG.	B.WORK	↓	↓	↓
10	ST.ENG.	READ	ST.ENG.	B.WORK			
11	SLEEP	→	→	→	→	→	→
12	SLEEP	→	→	→	→	→	→
1	SLEEP	→	→	→	→	→	→
2	SLEEP	→	→	→	→	→	→
3	SLEEP	→	→	→	→	→	→
4	SLEEP	→	→	→	→	→	→

AN EXAMPLE SCHEDULE

FRESHMEN

(Continued from page 5)

"Do everything right and you will be all right." But it is a fact that there are some who are willing to work but don't accomplish much because they can't get value received for the time spent. The secret is—plan ahead! Not a few hours, or a few days, as you did in high school, but whole weeks at a time.

Of course, no particular method is the best, but experience has shown that some are better than others. If you can use your own system and make it adequate, do so by all means, but be sure it will serve the purpose. I will describe a system here that I have found practical in high school as well as in college, and one that, with variations in minor details, is used by many pupils.

It will be some time before you will be able to estimate the exact time necessary for each subject, but that faculty will develop gradually and at the end of the first month you should have pretty definite ideas of how much time you need to do your work well. The first operation is to list your subjects and the study required on each for a week. Some extra work may be necessary, so that your schedule may appear like this:

Mathematics	-----	12 hrs.
Chemistry	-----	8 hrs.
Drawing	-----	6 hrs.
English	-----	4 hrs.
"System"	-----	4 hrs.
Back work	-----	5 hrs.
Total		----- 39 hrs.

Right here is where the science comes in. On a blank page of your notebook make a diagram of oblong squares, seven vertical rows of twenty-four each, representing every hour in the week. Then cross off the ones in which you have classes, and next, seven or eight hours each day for sleep, preferably from eleven to six or seven. Then proportion your time for study in the places you believe best. (Experience will teach this.) Don't get too enthusiastic and spend all your time (theoretically) in study. A smaller schedule carried out to the letter does much greater good than an ambitious one half discarded. It is a good idea to promise yourself no study between Saturday at one o'clock and Monday morning. Relax during that time and forget your studies completely! Now you will find that you still have quite a few hours left. You can spend these as you see fit, but if possible, know exactly what you are going to do—go to the library, theater, dance, or extra study, but above all, settle it conclusively and experience that satisfied feeling that comes of knowing your own mind.

If you wish, you may let the system go at this, if you are sure you can keep up to the minute in your work. I have found it desirable to recapitulate the week's work each Monday morning, which leaves a permanent record and aids one in correcting faults. A few specimen sheets of this type, together with a page from the introduction in my own system are added, but without specific directions, since each should work out a system that fits his need exactly. The system thus outlined is purposely rather vague, since it is necessary that you use your own imagination and initiative in working out the details, the important idea being to *plan ahead*, and know your status exactly.

PERSONAL FINANCE

There are two methods of personal finance: To spend promiscuously, for anything and everything, checked only by a hasty survey of the remaining con-

	MON.	TUES.	WED.	THURS.	FRI.
7 P.M.		DINNER	K.I.T.		JOE'S.
8 P.M.	DANCE (R.O.)	SHOW		STAG	
9 P.M.			SMOKER		
10 P.M.					
11 P.M.		JOE'S			

Does your P. M. schedule read like this?

If your burning ambition is to excel as an all-around society man, you couldn't have planned your evenings better. Such persistence will win out over the indolence of the rank and file, for as the poet says,

* *Reprinted by request*
 "The heights by great men reached and kept
 Were not attained by sudden flight,
 But they while their companions slept
 Were toiling upward in the night."

But if you intend to make your mark in engineering or business, don't expect that supremacy on the waxed floor will help when you start hunting a job.

Not that you need swing to the other extreme as a "grind" or a hermit. Let's concede it is all right to minor in sociabilities—but certainly it is only common sense to major in the math and sciences and English that will mean bread and butter to you later on.

Remember this—the harder you work right now in getting a grip on fundamentals, the easier things will come to you when you must solve still bigger problems. And if you take it easy now—well, look out for the law of compensation.

It's up to you. While you've got the chance, seize it, dig in, plug hard. It will pay—in cold cash.

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tents of your pocketbook, or to spend by budget, knowing always how much you are spending, what for, and how much you will have at the end of the week. No discussion on the relative merits of the two systems is necessary. A budget system I have worked out and found practical is deserving of mention. I carry a small notebook with me or keep it in a convenient place, in which I jot down all expenditures. These are then made permanent by a recapitulation at the same time the week's time record is summarized. This makes one sheet give all the data for an entire week, and is very convenient, compact, and easily reviewed at the end of the year.

More than likely this brief discussion of a few of the problems that face you as a freshman will not solve your specific problems, and indeed, that was not the intention. But if you have gained a general idea of the importance of "System," in planning work and time, and in keeping records, this article has served its purpose. Do not let the matter drop with the mental nate, "Yes, it sounds good, I'll try it sometime." Do it now! Make an emphatic start, and you will be surprised at the number of original ideas that suggest themselves.

The writer cannot overestimate the importance of collateral reading. There are three books that every college freshman should own. They are:

"Tackling Tech," by L. W. Connant, Ronald Press Co., N. Y.

"How To Use Your Mind," by Harry Kitson, J. B. Lippincott, Philadelphia, Pa.

"Developing Executive Ability," by E. B. Gowin, Ronald Press Co.

If at all possible obtain these books before your freshman year is over, and at all costs read the experience of a graduate of Massachusetts Institute of Technology, as he has given it in "Tackling Tech." Then work out some definite system and give it an honest trial.

The following, an excerpt from the introduction and expense calculation of a system worked out under the above plan, is added to aid in developing your own system:

Time and Expense Recording System

The purpose of this system, briefly stated, is as follows:

1. To show how every hour is spent.
2. To show amount of studying done, expressed in percentage of amount that should be done.
3. To show how every cent is spent.
4. To show if the expenses exceed a prescribed limit.

The above is accomplished by means of typewritten blanks, which may be described as follows:

On the first page is the time record, having at the top a diagram with a space for every hour in the week. Each morning a half hour is spent in "System," during which the entries for the preceding day are transferred from Lefax notebook to "Time Record." Each Saturday morning two hours are spent in System, during which the week's record is recapitulated in this manner: (a) Time spent in study on each subject is entered in its proper place in the left hand column at bottom of page. The percentage is obtained by dividing the sum by the number of hours that should be spent in study. This latter figure is obtained by considering first, how hard the subject is, and second, the grade received the preceding quarter. (b) The second col-

umn is filled in as indicated. The sum must be 168 hours. (c) The third column is the most important. Educational work percent is obtained by dividing class cent is obtained in a similar manner. The weekly average is the result of subtracting twice the "Wasted Time" per cent from the per cent indicated under the first column. A graph of these percentages extending over a period of several years, when superimposed on a graph of grades received will be very interesting.

Expense Record for One Week

Recapitulation

Brought forward	-----	\$ 3.67
Received	-----	20.00

Total	-----	\$23.67
Expenditures	-----	13.66

On Hand	-----	10.01
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Expenditures

Board	-----	\$ 7.27
Magazines	-----	.60
Amusements	-----	3.05
Carfare	-----	.10
Educational Supplies	-----	2.30
Sundries	-----	.34

Total	-----	\$13.66
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